

Integrating Environmental Education into Global Curriculum: Challenges and Solutions

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Abstract

A new era in environmental protection measures began with the Stockholm Declaration of 1972, which was the first international accord to use the word "environment" specifically. Both the Eastern, communist and Western blocs' industrial and military developments were mostly to blame for the planet's environmental deterioration. These two rival factions concentrated on retaliating against one another, especially by deploying nuclear warheads and ballistic missiles and regularly testing and improving nuclear weapons. Nuclear tests' radioactive fallout greatly increased environmental pollution, which in turn caused a number of health problems, climate change, rising global temperatures, melting polar ice, changed weather patterns, and ozone layer depletion. The world community convened in response to this concerning state of things to consider the reasons behind the decline and suggest actions to reverse it. Through customs and ceremonies that honour trees, rivers, the sun, moon, and other creatures, Indian culture has long encouraged reverence for the natural world. Kalidasa, the well-known Sanskrit poet, praised nature in his book and Poem Meghaduta. Other poets have also depicted the beauty of nature. This Research Paper examines the challenges that climate change is now posing and highlights how vital it is to incorporate environmental education at all tiers of the global educational system keeping in view the Indian perspective. In order to achieve sustainable development and guarantee that Earth is a habitable and prosperous planet for future generations, such initiatives are essential. The secondary sources of data are used for this research paper that is United Nations and Government of India publications are used for the study.

Keywords: Military, Opponent, Nuclear, Ballistic, Ozone.

Introduction

The term Environmental Education simply denotes the study of our surroundings because the surroundings of human being is important for his survival as well. As for future generations, this surrounding mainly includes all the natural phenomena around us. There are two different views in India regarding Environmental Education, to be part of our education system or not. One is that our cultural and social practices are already inculcating values of loving the nature in the form of worshipping, the sun, moon, air, water, trees and various animals also, therefore environmental education should not be made compulsory at school level as it will only increase the burden of books for children, whereas on the other hand the other view supports the idea of making environmental education a compulsory subject, right from the primary level as they argue that unless it is made compulsory at school level the informal approach of education is not sufficient to bring about the desired changes in the attitudes of the common masses and achieving desired results would be very difficult.

The Environmental Education assumes more importance in the context of increasing danger of climate change, endangering the very existence of human society as a whole, as the temperature of the earth is increasing at an alarming rate¹, the ice on the frozen poles is melting, increasing the threat of submerging the low lying islands in the high seas, and also the large areas of the coastal stretch of all the continents is likely to be submerged underwater², as we are already experiencing the change in the weather cycle in many regions of the world, many of the major rivers have already become dry, the areas which used to remain dry throughout the year, are experiencing surprise rains and snowfall resulting in the flash floods causing heavy damage to the human life and property.

The background

Man in his efforts to live a luxurious life developed technology to harness, or say exploit the nature's treasure without even thinking of the after effects which have now endangered the humanity itself with the beginning of the human civilization, human being lived with the nature

¹ **Why are glaciers and sea ice melting?** WWF, <https://www.worldwildlife.org/about/history>.

² Sea Level Rise, The Ocean Portal Team, Reviewed by Dr. Joshua K. Willis, NASA-JPL, Dr. Andrew Kemp, Tufts University, and Dr. Benjamin H. Strauss, Climate Central, <https://ocean.si.edu/through-time/ancient-seas/sea-level-rise>.

and even up to the period of River Valley civilizations³, the mankind remained natural man, and did not harm the nature to the extent which we have done after the industrial revolution in 16th century in Europe the industrial revolution resulted in the use of machines and more and more production of goods and services, started the need for raw material for the factories, lead the race for colonization and most of the African⁴ and Asian countries were colonised by the industrial powers, specially Britain, France Portugal, and Holland, Race for the resources led to the imbalance in environment, which the human race is facing today, namely global warming, depletion of ozone layer, the rise in the sea level, etc. the inconclusive debate between the environmentalist versus possibilists still continues as on the one side the environmentalist say that human being is a borrower ,and showed only use resources which are provided by the nature without harming the nature, whereas the possibilist claim, that man is the master of his own destiny and must be in the role of a conqueror, with the advanced technological development, human being should conquer the nature and must not beg. the human activity has polluted land, oceans, space, and even under the surface also.

The point which one must understand is that as the earth's temperature is rising at an alarming rate the human society remains helpless as there is no mechanism to control and reduce this increase in the temperature or in other words we cannot bring the temperature to normalcy as human being is having no regulator, which can be used to increase or decrease the degree of earth's temperature in other words it means that human being is riding a lion with no controls, mainly because the whole world is divided into two major groups that is the developed countries, and the developing countries, and the irony is that even when we know that the danger of climate change is about to wipe-out the whole human civilization both the groups that is the developing and developed countries are busy in blame game, even after the overall situation is becoming bad to worse and has reached a point of no return, both the groups have their own logic as the developed countries directly blame the developing countries for the excessive carbon emission into the atmosphere

³ *The State in the Indus River Valley*, Adam Green, Georgia State University, 9-11-2006, https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1000&context=anthro_hontheses.

⁴ The Industrial Revolution Displacing Indigenous Peoples Paths to Modernisation, NCERT, <https://ncert.nic.in/ncerts/l/kehs104.pdf>

specially China⁵ is blamed for around 25% of the total carbon emission at world level. the developed countries are pressurising developing countries to shut down the plants emitting carbon at a high rate as it is posing grave threat to the human society whereas on the other hand developing countries are giving the argument that the developed countries do not want their development and want to derail their growth and development in the name of carbon emission as a threat although they feel developed countries themselves are responsible for the present environmental and climatic problems, that are taking place as the present level of carbon emissions are because of their own industrial developments which took place after Industrial Revolution⁶ and the world community is paying the price for their developmental activities and as they have reached developmental level and became developed as a country, now these developed countries want other developing countries to stop their industrial development to remain underdeveloped , or undeveloped, show that these developed countries want to control the world economy as the developing countries will remain dependent on developed countries the developed countries are now pressurising the developing countries to cut down on carbon emission by reducing industrial activities the tussle between the two groups continues as no one really cares for the deteriorating condition of the environment the effects of this is showing on the human society as we are faced with the multiple problems, say the chain reaction which has already started in one after another region as the time passes the human society is losing its options to recovery, mainly because we have given birth to a problem which is multiplying geometrically ,or even faster than we expected, and we have no control probably we are moving towards a situation of point of no return.

The presence of gases like CFC⁷, helium, coupled with carbon emissions ,have made the situation worst the only option we now have is to collectively chalk out a program to immediately stop the emissions, and dangerous gases ,and explore the ways and remedies of repairing the damage done to the atmosphere, and take steps to prevent the further deteriorating by permanently banning

⁵ World bank report on China world level carbon emissions <https://www.worldbank.org/en/news/press-release/2022>.

⁶ De Vries, J. (1994). The Industrial Revolution and the Industrious Revolution. The Journal of Economic History, 54(2), 249–270. <http://www.jstor.org/stable/2123912>

⁷ Chlorofluorocarbon *Montreal Protocol on Substances that Deplete the Ozone Layer* Montreal, 16 September 1987 By Edith Brown Weiss* Francis Cabell Brown Professor of International Law, Georgetown University Law Center, <https://legal.un.org/avl/ha/vcpol/vcpol.html>

dangerous activities, and also provide environmental friendly options, to the human society like green biofuels, electric vehicles, in a nutshell we should switch over to solar energy, another non-conventional sources of energy then only we can hope for the safe future for our coming generations.

Objectives of the study-

1. To understand the various reasons responsible for the environmental degradation.
2. Assess comparatively the social cultural practices in India and the western world.
3. To know the legal provisions for Environmental Protection.

Methodology-

The data collection for the purpose of the study has been mainly of secondary nature that is the data from Government of India publications and the United Nations has been used.

Delimitations: The study remains focused on the environmental degradation at large in Indian Perspective.

The present situation:

Environmental degradation is a multidimensional phenomenon which has an octopus like structure⁸, which has many arms connected to one head, same way the various problems of environmental degradation spread over the whole globe are in one way or another interlinked or connected directly, for these all environmental problems there is a misconception among people that whatever activity they do, that is not going to harm the environment that's why they remain careless and keep emitting smoke and other gases in the atmosphere, as they feel that the smoke is blown away by the air to other regions and their area is clean, although every winter we all face the smog when even normal breathing is also difficult.

The Indian cultural values and ethics promote the love for nature and animals, as our traditions and rituals have an inbuilt structure taking care of surrounding plants and trees and also the animals around us⁹. Ironically, the traditions and values which Western countries used to label as backward and superstitious, are now proving to be the very well thought of plans to protect and conserve the nature by our ancestors.

⁸ Indian institute of ecology and environment, Delhi, pamphlet 1993.

⁹ Pathak, Chintan & Mandalia, Dr. Hiren & Rupala, Dr. (2012). Bio-cultural Importance of Indian Traditional Plants and Animal's For Environment Protection. Review Of Research. 1. 1-4.

Formally, the roots of environmental education for the human beings as a serious effort to create awareness about Environmental Protection can be traced back to the 18th century when Jean Jacques Rousseau, encouraged students to study nature not books¹⁰, from this point onwards formal nature study movement begins, although at a small level, but started using fables and moral lessons, to help students develop an appreciation of nature and embrace the natural world, the point which is to be noted here is that it is the western society which damaged the environment in its industrial and technical development. The start of this nature study movement is very important since the Great Depression and Dust Bowl in the 1920s and 1930s led to the emergence of a new type of environmental education called conservation education. The manner that conservation education approached the natural world was very different. This nature study's overall methodology was very different because it prioritised rigorous scientific training over studying natural history.

Environmental education movement which gained significant momentum in the decades of 1960's and 70s has its roots from nature study and conservation movement, the seeds of which was shown by Jean Jacques Rousseau¹¹, so during this period many international events took place, However, a unifying phenomenon known as environmental education resulted from the growing public concern for both their health and the health of their natural environment. The foundation of environmental education was the understanding that complicated local and global issues cannot be resolved by the leaders and bureaucrats, but actually requires the active participation and full support of an aware and knowledgeable population in their variety of roles as businessmen, as employee, as an officer, as a social worker, as a leader, as a voter, and almost people working in all spheres of life, at the international global level environmental education was recognised by the United Nations, when the conference on human environment was held in Stockholm, Sweden¹²

¹⁰ Eneji, Chris-Valentine & Ogar, & Akpo, David & Mbu, Edung & Etim. (2017). HISTORICAL GROUNDWORK OF ENVIRONMENTAL EDUCATION (Fundamentals and Foundation of Environmental Education). INTERNATIONAL JOURNAL OF CONTINUING EDUCATION AND DEVELOPMENT STUDIES (IJCEDS). 3. 110-123.

¹¹ Eneji, Chris-Valentine & Ogar, & Akpo, David & Mbu, Edung & Etim. (2017). HISTORICAL GROUNDWORK OF ENVIRONMENTAL EDUCATION (Fundamentals and Foundation of Environmental Education). INTERNATIONAL JOURNAL OF CONTINUING EDUCATION AND DEVELOPMENT STUDIES (IJCEDS). 3. 110-123.

¹² Sustainability and Environmental Education in Sweden, Ministry of Education and Research, Sweden, available at <https://www.government.se> (last visited Dec. 22, 2024).

in year 1972 the conference in the end declared, best environmental education must be used as a tool to address global environmental problems, in all three major milestones in the field of environmental education which can be underlined, The integration of Environmental Education into global curricula has evolved through several key milestones, each of which has shaped the landscape of environmental governance and public awareness.

1. The Stockholm Declaration 1972

The 1972 United Nations Conference on the Human Environment adopted the Stockholm Declaration, is one of the earliest international documents to formally acknowledge the need for environmental education in addressing global environmental challenges. Principle 19 of the Stockholm Declaration explicitly states that "education in the field of environment" is critical for the achievement of environmental goals. It called on nations to promote public awareness about the environment and to take steps to ensure that environmental education was integrated into formal education systems.

The Stockholm Declaration was groundbreaking in its recognition that environmental degradation is a global issue that requires coordinated, informed action. It laid the foundation for the development of international environmental education frameworks and served as the impetus for the creation of organizations like the United Nations Environment Programme (UNEP)¹³. UNEP has played a central role in advocating for environmental education globally, following the vision outlined in Stockholm.

One of the key principles emphasized by the Declaration was the need for global collaboration to address environmental problems, including the role of education in fostering this cooperation. This led to significant initiatives such as the United Nations Decade of Education for Sustainable Development (2005-2014), which further reinforced the importance of teaching sustainability and environmental protection as part of global curricula.

2. The Belgrade Charter of 1975

¹³ U.N. Environmental Programme (UNEP), Report of the United Nations Conference on the Human Environment, U.N. Doc. A/Conf.48/14/Rev.1, 1972, available at <https://www.unep.org/resources/report/united-nations-conference-human-environment-report> (last visited Dec. 22, 2024).

The Belgrade Charter emerged from the Intergovernmental Conference on Environmental Education held in Belgrade¹⁴, Yugoslavia, in 1975. The conference was organized by UNESCO and was the first major international meeting dedicated to environmental education. The Belgrade Charter is considered a pivotal milestone because it was the first document to outline clear objectives and goals for environmental education. The Belgrade Charter¹⁵ characterised environmental education as a procedure meant to foster "a world population that is aware of and concerned about the environment" and that has the knowledge, attitudes, skills, and motivations to work toward sustainable environmental practices. It proposed a new educational framework that would transcend traditional educational models, integrating interdisciplinary approaches to the environment. This interdisciplinary focus encouraged educators to incorporate environmental issues across subjects like biology, chemistry, geography, economics, and politics, thus laying the groundwork for the integration of environmental issues into formal curricula. The Belgrade Charter¹⁶ also emphasized the importance of active learning and problem-solving to engage students in real-world environmental challenges. It called for a collaborative approach involving governments, educational institutions, and non-governmental organizations to promote environmental awareness and action. Its objectives provided a clear framework for developing educational programs and initiatives to foster sustainability at the local, the national and global levels.

In essence, the Belgrade Charter solidified environmental Education as an essential tool for environmental action and made it clear that environmental education is not merely about imparting knowledge but rather about fostering a strong feeling of accountability and proactive involvement in environmental preservation.

3. Tbilisi Declaration

¹⁴ Intergovernmental Conference on Environmental Education, Belgrade, Yugoslavia, Oct. 14-26, 1975, available at <https://unesdoc.unesco.org/ark:/48223/pf0000030957> (last visited Dec. 22, 2024).

¹⁵ Intergovernmental Conference on Environmental Education, Belgrade Charter, in Environmental Education: An International Perspective, UNESCO, 1976, available at <https://www.unesco.org/en/articles/belgrade-charter> (last visited Dec. 22, 2024).

¹⁶ United Nations Educational, Scientific and Cultural Organization, The Belgrade Charter: A Definition of Environmental Education, available at <https://www.unesco.org/en/environment> (last visited Dec. 22, 2024).

The Tbilisi Declaration¹⁷ was adopted at the UNESCO International Environmental Education Conference¹⁸ in Tbilisi, Georgia (then part of the Soviet Union) in 1977. This declaration was another major milestone in the global movement for environmental education. It built upon the foundations laid by both the Stockholm Declaration and the Belgrade Charter and is considered one of the most comprehensive frameworks for environmental education.

The Tbilisi Declaration¹⁹ articulated key goals for environmental education, which included fostering an understanding of the environment, developing problem-solving skills, and promoting environmental action. The declaration recognized that environmental education should be a process throughout the life, starting in the very beginning of the childhood and continuing throughout adulthood, in both formal and informal settings.

The Tbilisi Declaration also introduced a significant emphasis on values and attitudes in environmental education, stressing the need for a shift in behavior and values toward sustainability and environmental stewardship. The Declaration articulated that education should not only provide knowledge about the environment but also encourage individuals to develop the ethical values necessary to support sustainable practices.

One of the key aspects of the Tbilisi Declaration was its recognition of the need for broad participation in Environmental Education. It called on governments, educators, and non-governmental organizations to collaborate and create educational opportunities that are inclusive and accessible to all people, regardless of socioeconomic status, gender, or cultural background. This commitment to inclusivity has had a lasting impact on how environmental education is approached in various regions of the world.

¹⁷ Tbilisi Declaration on Environmental Education, UNESCO, UNESCO-UNEP International Environmental Education Programme, Tbilisi, Georgia, Oct. 14-26, 1977, available at <https://unesdoc.unesco.org/ark:/48223/pf0000030957> (last visited Dec. 22, 2024).

¹⁸ International Environmental Education Conference, Tbilisi Declaration, UNESCO-UNEP International Environmental Education Programme, 1977, available at <https://www.unesco.org/en/tbilisi-declaration> (last visited Dec. 22, 2024).

¹⁹ Tbilisi Declaration on Environmental Education, UNESCO, UNESCO-UNEP International Environmental Education Programme, Tbilisi, Georgia, Oct. 14-26, 1977, available at <https://unesdoc.unesco.org/ark:/48223/pf0000030957> (last visited Dec. 22, 2024).

Additionally, the Tbilisi Declaration endorsed the idea of environmental education as a critical tool for policy and decision-making, ensuring that future generations of leaders and citizens are equipped with the necessary knowledge and skills to make environmentally responsible decisions. Each of these declarations made foundational contributions to environmental education, influencing both national and global policy as well as educational practices that continue to resonate today.

Even after these major world level conferences the overall approach for Environmental Education did not change so much as environmental education was considered as an additional, or elective subject, in many of the countries, as it was multidisciplinary approach which all together involved, many subjects like psychology, atmospheric sciences, maths, geography, earth science, physics, and even chemistry, also moreover the very nature of environmental education is that it involves outdoor activities, with the result no concrete teaching learning strategies could be developed and the teaching learning material was not required.

In a way a new era of international environmental cooperation began and many of the treaties followed by Stockholm conference, without the Stockholm convention The United Nations environmental program²⁰ would not have taken concrete shape, and many global environmental records and treaties may have failed. Additionally, the idea of sustainable development came to the limelight and the international political goals and legal principles to suggest the environmental discourse and laws perform, so that underline best environmental and climatic issues are mainly political and not scientific or technical as was propagated by many of the thinkers earlier. The conference underline the need for political negotiations and decision making at the world level, and also demonstrated how international cooperation took place even when the Cold War was at its peak the human society learnt, so much about the globe after the Stockholm Conference, as the United Nations earth watch²¹, system was established for regularly monitoring environmental issues and issues as well as the study and advancement of environmental education, not only this the conference created a kind of awareness throughout the world and a general understanding of

²⁰ Report of the United Nations Conference on the Human Environment, U.N. Doc. A/Conf.48/14/Rev.1, 1972, available at <https://www.unep.org/resources/report/united-nations-conference-human-environment-report> (last visited Dec. 22, 2024).

²¹ Report of the United Nations Conference on the Human Environment, Stockholm, 5-16 June 1972, <https://documents-dds-ny.un.org/doc/UNDOC/GEN/NL7/300/05/PDF/NL730005.pdf?OpenElement>

environmental issues was increased among the masses, thereby leading to the creation of environmental and pollution control ministries in various countries, which worked for the formation of various environmental laws and legislations, in order to increase the cooperation at the official and non-official level, besides the ruling establishment the non-governmental organizations across the world are also engaged, which was not the case earlier, last but not the least the Stockholm conference, brought forward the terminology of sustainable development²², which virtually paved the way for enduring search for solutions as economic development, and environmental management and believe in the international cooperation, Stockholm conference in the end provided the guidelines in the form of three official declarations,

1st Stockholm Declaration,

The Stockholm Declaration²³ consists of 26 principles that aim to preserve and enhance the environment for humans globally. These principles serve as broad, ethical guidelines for international cooperation on environmental matters. They address issues such as the need for environmental protection, the role of individuals, and the responsibility of states and organizations in preserving the planet.

One of the most significant principles from this declaration is Principle 19, which calls for the promotion of environmental education. This principle directly impacts the integration of environmental education into global curricula, highlighting the necessity for educating people about the environment and encouraging public participation in sustainable development. The declaration laid the foundation for governments and institutions to incorporate environmental concerns into their education systems, which later influenced global movements such as the United Nations Decade of Education for Sustainable Development (2005-2014)²⁴ and the Global Action Programme on Education for Sustainable Development.

²² The Legacies of the Stockholm Conference, Pamela Chasek June 2022,
<https://www.iisd.org/system/files/2022-05/still-one-earth-conference-legacy.pdf>.

²³ U.N. Conference on the Human Environment, Stockholm, Sweden, June 5-16, 1972, princ. 19,
available at <https://www.unep.org/resources/report/stockholm-declaration-principles-human-environment>
(last visited Dec. 22, 2024).

²⁴ The United Nations Decade of Education for Sustainable Development (2005–2014), UNESCO,
available at <https://en.unesco.org/themes/education-sustainable-development> (last visited Dec. 22, 2024).

2nd Stockholm action plan²⁵, comprising of more than 100 recommendations for various governments and international organizations to formulate strategies on international measures against environmental degradation. Alongside the Stockholm Declaration, the conference also produced the Action Plan for the Human Environment. The Action Plan set out practical recommendations for addressing environmental issues. The plan was structured around 108 recommendations grouped into several categories, including human settlements, resource management, environmental education, and International cooperation. In terms of environmental education, the Action Plan recommended that nations develop educational programs to foster awareness about environmental protection and sustainable development, suggesting that these initiatives should begin at the school level²⁶ and continue through to adult education. The plan's emphasis on education and training helped catalyze the widespread incorporation of environmental topics into curricula, and it urged countries to develop policies that would enable people to comprehend how their actions affect the environment. These guidelines were crucial for shaping environmental education globally, ensuring that it became a key element of public and formal education systems worldwide.

3rd one is probably the largest one, it is a group of five different resolutions.

1. Ban on nuclear weapon tests, which may lead to radioactivity.
2. Creation of an international data bank.
3. The need to address efforts linked to development.
4. International organizations for monitoring environmental degradation.
5. Creation of an international fund.

The constitutional and legal provisions in India: An Overview.

²⁵ U.N. Conference on the Human Environment, Stockholm, Sweden, June 5-16, 1972, at 39, available at <https://www.unep.org/resources/report/stockholm-action-plan-human-environment> (last visited Dec. 22, 2024).

²⁶ Environmental Education in Schools: Global Action Program (2014), UNESCO, available at <https://en.unesco.org/gap> (last visited Dec. 22, 2024).

The Indian Penal Code, 1860, established the formal history of legislative norms and legislation. Section 268 of that code defines a public nuisance, while sections 133 to 144 of that code, CrPC²⁷ address attempts to cause a public nuisance wherein the D M, Sub-D M or and ExM is empowered to remove nuisance, these are only prohibitive provisions²⁸.

The Stockholm Conference in 1972 laid the groundwork for the introduction of the Wildlife Act of 1972, the Motor Act of 1974, and the Air Act of 1981. The Environmental Protection Act of 1986 remains a significant act for environmental protection even after independence. The Constitution Act of 1976 now makes environmental protection and improvement a fundamental duty. The government of India's environmental program included a program to clean the rivers, Ganga²⁹, and Yamuna³⁰ other tributaries. Additionally, the Indian Constitution's chapters on the directive principles of state policy have particular measures for environmental protection, dpsp³¹. In accordance with the Directive Principles of State Policy, Article 48(a) of the Indian Constitution requires the state to preserve and protect the forest and wildlife. Additionally, Article 51(a)(g) of the Indian Constitution requires all Indian citizens to preserve and improve the natural environment, which includes forests, lakes, rivers, wildlife, and endangered species. There are numerous other articles in the constitution that are listed below.

Article 14³²: The right to equality before law Article 14: the supreme court in its judgement Kinkri devi versus state of Himachal Pradesh³³ gave the judgement in favour of Kinkri devi for the protection of natural environment. The equality before law applies to the environment rights as

²⁷ **The Code of Criminal Procedure Act, 1973,**

<https://ddashboard.legislative.gov.in/actsofparliamentfromtheyear/code-criminal-procedure-act-1973>

²⁸ Law Relating to Public Nuisance in India, Deepak Goyal, Chanakya National Law University, Patna, Bihar, India, *International Journal of Law Management & Humanities*, Volume II, Issue I, 2019

²⁹ Namami Gange Programme, <https://nmcg.nic.in/NamamiGanga.aspx>

³⁰ *Rejuvenation of river Yamuna*, <https://yamuna-revival.nic.in/wp-content/uploads/2020/02/Report-on-Water-Quality-Trend-of-River-Yamuna-in-Delhi-from-2015-2019-January-2020.pdf>

³¹ Lovleen Bhullar, Environmental Constitutionalism and Duties of Individuals in India, *Journal of Environmental Law*, Volume 34, Issue 3, November 2022, Pages 399–418, <https://doi.org/10.1093/jel/eqac010>

³² FUNDAMENTAL RIGHTS, Article 14, Constitution of India, <https://www.mea.gov.in/Images/pdf1/Part3.pdf>.

³³ Environment Protection Laws, Manupatra, <http://student.manupatra.com/Academic/Studentmodules/ENVIRONMENT.htm>

well i.e., a person's right to employment cannot hamper another person's right to clean environment.

Article (19)(1) (g)³⁴: the supreme court in its landmark judgement *Abhilash textiles vs state of Gujarat* 1987³⁵, gave the decision that no one can carry such a profession which causes harm to the environment and is causing nuisance for others.

Article 21³⁶: *T. D. Rao and Ors v. The spl officer, Municipal Corporation*³⁷, was a landmark judgement ruling that the right to life as under Article 21 was not complete without right to proper environment and it's protection.

*Subhash Kr vs State of Bihar*³⁸ And Ors ruling said that the right to life under article 21 included the right to clean air and clean water.

Article 51 provides for the state to follow the international treaties for protection of environment and prevent any activity that causes harm to the global environment.

Article 51A (g)³⁹ makes it the responsibility of every person to have compassion for all living things and to preserve and enhance the natural environment, which includes forests, lakes, rivers, and wildlife.

Other articles and amendments done after the 42nd amendment 1976⁴⁰, have been in line with the vision to protect the environment.

The NGT Act of 2010⁴¹ and the recently held Paris climate conference⁴² have been a landmark for the arena of environment protection.

³⁴ FUNDAMENTAL FREEDOMS UNDER ARTICLE 19 OF THE CONSTITUTION OF INDIA, <https://www.mcrhrdi.gov.in/91fc/coursematerial/pcci/Part3.pdf>

³⁵ *Abhilash textiles vs state of Gujarat*, <https://www.the-laws.com/Encyclopedia/Browse/Case?CaseId=207891850000&CaseId=207891850000>

³⁶ Article 21 of the Constitution of India, <https://rshrc.rajasthan.gov.in/writereaddata/Publications/202208290143461701052HUMAN-RIGHTS-ARTICLE-21.pdf>

³⁷ <https://enlaw.nls.ac.in/urban-poor-and-the-law/national-legal-framework/supreme-court-cases-2/t-damodar-rao-v-special-officer-municipal-corporation-hyderabad-air-1987-andhra-pra-171/>

³⁸ <https://main.sci.gov.in/jonew/judis/12854.pdf>

³⁹ Fundamental Duties under the Constitution of India, Article 51A in The Constitution Of India, https://rshrc.rajasthan.gov.in/writereaddata/ActsRulesOrders/202208291219467911156Article_51A.pdf

⁴⁰ The Constitution (Forty-second Amendment) Act, 1976, <https://www.india.gov.in/my-government/constitution-india/amendments/constitution-india-forty-second-amendment-act-1976>

⁴¹ National Green Tribunal Act of 2010, https://greentribunal.gov.in/sites/default/files/act_rules/National_Green_Tribunal_Act,_2010.pdf

⁴² What is the Paris Agreement?, <https://unfccc.int/process-and-meetings/the-paris-agreement>

India has been the flag bearer in environment protection since the very beginning, it continues to do so with its magnanimous leadership in the very recent international solar alliance.

Suggestions

Integrating Environmental Education into global curricula presents both challenges and opportunities for fostering a sustainable future. Among the most efficient ways to implement Environmental Education is through curricular reforms and interdisciplinary approaches, where environmental issues are embedded across various subjects, creating a holistic understanding of sustainability. For example, in science classes, topics like the greenhouse effect or renewable energy can be taught in the context of physics and chemistry, while mathematics can explore environmental data, such as analyzing carbon footprints or water usage statistics. Additionally, geography and social studies can address topics like deforestation, climate change, and sustainable resource management, making the issues more relevant by connecting them to societal impacts. A particularly engaging method is Project-Based Learning (PBL), which encourages students to work on real-world environmental projects. For instance, students might collaborate on creating a sustainability plan for their school or participate in community environmental initiatives like tree planting or clean-up campaigns. This hands-on approach fosters critical-thinking, collaboration, and practical problem-resolution skills. Moreover, contextualizing Environmental-Education to reflect local environmental challenges ensures its relevance to students. In coastal areas, for example, marine conservation and the effects of plastic pollution can be prioritized, while in rural regions, topics like sustainable agriculture or deforestation can take precedence.

Teacher training is another critical solution to integrating Environmental Education. Teachers must be possessing the expertise and abilities to confidently teach environmental topics, which requires comprehensive capacity-building through workshops, online courses, and partnerships with environmental organizations. For example, in the UK, teacher training programs have been developed to help educators incorporate sustainability themes into their lessons across disciplines. Teachers in Germany receive specialized training on renewable energy and climate change adaptation through collaborations with environmental groups. In addition, professional development should include empowering teachers with environmental literacy, ensuring they are prepared to engage students and inspire them to take action.

The use of technology and digital resources also plays a pivotal role in enhancing environmental education. Digital tools such as virtual reality (VR) can offer immersive experiences like virtual field trips to threatened ecosystems, enabling students to witness environmental challenges firsthand. Online platforms and mobile applications also allow students to collaborate on global sustainability projects, access environmental data, and explore climate change simulations. This helps make abstract concepts more tangible and fosters a global perspective on environmental issues. Moreover, digital learning tools such as climate change apps or interactive games can allow students to experiment with sustainable practices, such as managing energy resources or reducing waste.

Policy advocacy and international collaboration are equally important for integrating Environmental Education into curricula. Governments must align national education policies with global frameworks such as the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 13 (Climate Action), to ensure that environmental education is prioritized and adequately resourced. Countries like Costa Rica⁴³ have made significant strides by integrating sustainability into their national curriculum, demonstrating a national commitment to environmental education. International collaborations through organizations like UNESCO⁴⁴ and the Global Environmental Education Partnership (GEEP) provide countries with frameworks, resources, and technical support to effectively implement Environmental Education.

Finally, community involvement and public awareness campaigns are vital to expanding the impact of environmental education beyond the classroom. Schools can engage with local communities by organizing clean-up campaigns, tree planting activities, or eco-volunteering initiatives, allowing students to actively contribute to their environment. Public awareness initiatives like Earth Hour, where schools and communities to promote energy conservation, turn off non-essential lights for an hour, demonstrate how environmental education can extend into

⁴³ Environmental Education in Costa Rica, National Curriculum Framework for Environmental Education, Ministry of Education, Costa Rica, available at <https://www.mep.go.cr> (last visited Dec. 22, 2024).

⁴⁴ UNESCO's Global Action Programme on Education for Sustainable Development, UNESCO, available at <https://www.unesco.org/en/gap> (last visited Dec. 22, 2024).

daily life. Collaborative efforts between schools, environmental organizations, and local governments can raise awareness about sustainability and encourage collective action.

By integrating these solutions—through curricular reforms, teacher training, technology adoption, policy advocacy, and community engagement—global education systems can nurture a generation of informed, responsible citizens who understand the urgency of environmental challenges and are equipped to take meaningful action. These efforts will ultimately contribute to a sustainable, environmentally conscious global society.

Conclusion

While concluding, It must be said that unless cohesive effort is made by the international community the fragmented approach to tackle this global problem will not be able to provide any kind of solution, as the future of the humanity is at stake, United effort can only save the future generations not only this the human society has to change the daily lifestyle around the world and an environment friendly approach has to be developed so that the environment is not harmed anymore.

There must be a sense of belonging, in every human being towards this earth, and the surrounding atmosphere, so that the resources of the nature are used wisely to create an atmosphere of sustainable development, so that the natural resources at our disposal can be handed over to the future generations, safely, the three, major areas of environmental degradation are, noise, water, and air, there are other interlinked environmental problems which are to be taken care of immediately.

Besides forming the various laws for protecting the environment the government of the day must ensure the full corporation of the common masses, without which the law cannot be carried out in both letter and spirit, and environmental degradation cannot be controlled.

The developed countries will have to take lead, by sacrificing their interests of industrial and military power, and will have to reduce the emission of dangerous gases and the nuclear and missile testing, harmful for the environment.

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